

# **LADYMOUNT CATHOLIC PRIMARY SCHOOL**

## **SPECIAL EDUCATIONAL NEEDS POLICY**

### **MISSION STATEMENT**

**At Ladymount we welcome and value all involved in our school family and strive to share a living experience of our Catholic Faith.**

**We are committed to nurturing each child's spiritual, academic and personal development and by celebrating all their achievements enable them to recognise a sense of worth in themselves and others and achieve their full potential.**

**We, the Governing Body of Ladymount Catholic Primary School, having considered and reviewed the attached policy, agree to accept all the Statements, Principles and Procedures as listed in the document.**

**Signed by Chair of the Curriculum Committee.....**

**Date.....**

## Introduction

### **Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

*The coalition government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) came into force from 1<sup>st</sup> September 2014 and a new SEN Code of Practice now accompanies this legislation.*

*One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care Plan (EHCP). These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Wirral's SEND Local Offer website: <http://localofferwirral.org/>*

*The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Wirral that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.*

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (June 2014) and has been written with reference to the following documents:

- Equality Act 2010: advice for schools DfE 2013
- SEND Code of Practice 0-25 June 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teacher Standards 2012

The policy was created by the school's Special Educational Needs Co-ordinator (SENCO) with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND.

Ladymount Catholic Primary School provides a broad and balanced curriculum for all children. The National Curriculum (2014) is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

### **Aims and Objectives**

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum 2014 in line with the SEN Code of Practice June 2014. The school is committed to raising the aspirations and expectations for all pupils with special educational needs and there is a focus on the *outcomes* for the children following the support they receive.

The objectives of the policy are:

- To identify the needs of pupils with SEN as early as possible.
- To work within the guidance provided in the SEN Code of Practice, 2014.
- To make appropriate provision to overcome the barriers to learning and ensure pupils with SEN have full access to the National Curriculum.
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy.
- To provide advice and support for all staff working with special educational needs pupils.
- To work with parents to gain a better understanding of their child, and involve them in all stages of their child's education.
- To work with and in support of outside agencies when pupils' needs cannot be met by the school alone.
- To create a school environment where pupils can contribute to their own learning, encouraging relationships where pupils feel safe to voice their opinions of their own needs.
- To carefully and continuously monitor the progress of those pupils with SEN to ensure they reach their full potential.

### **Responsibility for the co-ordination of SEN provision**

The responsibility for overseeing the provision for children with SEN lies with the Headteacher and the day to day provision of education for pupils with SEN is co-ordinated by the SENCO and member of the school's SLT Helen Caulfield.

## **Identifying Special Educational Needs**

The SEN Code of Practice (June 2014) describes the four broad areas of need as being:

- **Communication and interaction** – *children with speech, language and communication needs have difficulty in communicating with others. Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.*
- **Cognition and learning** – *support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties, severe learning difficulties, through to profound and multiple learning difficulties. Specific learning difficulties affect one or more areas of learning, encompassing conditions such as dyslexia, dyscalculia and dyspraxia.*
- **Social, emotional and mental health difficulties** – *children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. Other children may have disorders such as attention deficit disorder or attention deficit hyperactive disorder.*
- **Sensory and/or physical needs** – *some children may require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided by the school. These difficulties can include vision impairment, hearing impairment or multi-sensory impairment.*

At Ladymount children's needs are identified by the school as early as possible (if a child's needs are not already made known to the school) in order to work out the appropriate action to be taken. The child's needs are not simply placed into a category, however by carefully considering the type of needs (as outlined above) that the child has, the school can ensure that the best possible support is provided.

At Ladymount the needs of the pupils are identified by considering the needs of the whole child which will include not just the special educational needs of the child.

## **A Graduated Approach to SEN Support**

### **Quality First Teaching**

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.

- f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents evenings.
- i) Parent's evenings are used to monitor and assess the progress being made by children.

### **SEN Support**

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided for the child to address the specific needs identified consists of an on-going four-part process which enables the provision to be refined as the understanding of the needs of the pupil grows. This process consists of:

- Assess
- Plan
- Do
- Review

#### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services, such as Speech and Language, SENAAT and in some cases the Educational Psychologist, will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

#### **Plan**

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. The SENCO will support staff involved in drawing up any plans to address a child's special educational needs and she will also liaise with the headteacher to review the work of the school in this area. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

## **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

## **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and, where necessary, their parents. The class teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward, in consultation with parents and the pupil.

## **Monitoring and Evaluation of the provision**

SEN provision and interventions are recorded on a provision map or the child may be given an individual outcome support plan (OSP), which are updated when the intervention is changed or outcomes have been met and need extending. These are updated by the class teacher and are monitored by the SENCO. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following any assessments that have taken place. These interventions are monitored and evaluated termly by the SENCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective. The SENCO monitors the movement of the SEN children within the school system and keeps the School Administrative Officer informed so that records are kept up to date.

## **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can also be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan (EHCP) will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- Support staff
- SENCO
- Headteacher
- Advice from Educational professionals e.g. Educational Psychologist, SENAAT
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of any targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

### ***Education, Health and Care Plans (EHCPs)***

- a. Following Statutory Assessment, an EHC Plan will be provided by Wirral Borough Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### **Supporting pupils and families**

Further information about Education, Health and Care plans can be found on via the Wirral's SEND Local Offer:

<http://localofferwirral.org/>

The school has also produced an SEN Information Report which is published on the school's website under the SEND Information link and this report contains further SEND information in the form of questions and answers, which was compiled in consultation with parent partnership. Admission arrangements for pupils can also be found on the school's website.

Transition to Secondary School can also be a worrying time for both parents and the child, particularly if the child has SEN, so at Ladymount we do additional transition visits and talk at length to Secondary colleagues about the children's special educational needs. We ensure all paperwork is passed on to them and they are made aware of any special requirements, both educationally and pastorally.

Some children (again, particularly those with SEN) can find transition to a new class within school a stressful experience and for these children we offer internal transition support, suited to the needs of the individual child.

### **Supporting pupils at school with medical conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

The arrangements in place at Ladymount to support children at school with medical conditions are detailed in the school's policy 'Supporting Children with Medical Needs' and this can be found on the school's website under the SEND Information link.

### **Access to the curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. Children are supported in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, children are not withdrawn from the classroom situation. There are times, though, when to maximize learning, children are asked to work in small groups, or in a one-to-one situation outside the classroom for specific interventions.

### **Partnerships with parents**

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with special educational needs.

The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. The School Profile reports on the SEN arrangements in school and the SEND Information report is available on the school's website.

### **Pupil participation**

At Ladymount children are encouraged to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

Children are involved at an appropriate level in setting targets on the provision maps or support plans and in the termly review meetings. Children are encouraged to make judgements about their own performance against the expected outcomes. We recognise success here as we do in any other aspect of school life. Pupil voice is an important part of our assessment and evaluation process.

### **Links with other agencies**

Ladymount invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCo is the designated person responsible for liaising with the following:

- Wirral Educational Psychology Service
- Behaviour support (e.g. Gilbrook)
- Social Services (Headteacher liaises)
- Speech and Language service (Class teachers also liaise)
- Hearing Support service (Class teachers also liaise)
- Vision Support service (Class teachers also liaise)
- Health services (Paediatricians, Health Visitors)
- Special Outreach Services (e.g. Orrets Meadow, SENAAT, ASC team)

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency/ies.



## **Training and resources**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. The SENCO attends relevant SEN courses and facilitates/signposts relevant SEN focused external training opportunities for all staff. The SENCO will also be responsible for co-ordinating any internal staff training in response to meeting the needs of the pupils. The SENCO regularly attends the Local Authority's network meetings in order to keep up to date with local and national updates in SEND. The SENCO is responsible for the operational management of the specified and agreed resources for special needs provision within the school, including the provision for children with statements of special educational needs. The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

## **The role of the governing body**

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The governing body ensures that parents are notified of a decision by the school that SEN provision is being made for their child.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the Headteacher.

The SEN Governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

## **Complaints procedure**

For matters not directly related to your child's academic progress, parents are invited to contact the school office and the SENCO, the Deputy or Headteacher will be available to talk to you at a mutually convenient time.

If you feel your matter still has not been dealt with, you can follow the procedures outlined in our school complaints policy, which is located on our school website under the policies link.

## **Reviewing the policy**

The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENCO reports the outcome of the review to the full governing body.